

Chapter One

Introduction

In this chapter, the researcher presents the topic of this study. There are several points related to the topic—firstly, the background of the study contains why this study is conducted. Secondly, the problem statement contains all the possible problems related to the topic. Third, the identification of the problem presents the problem of this study. The next part is the research questions and the study's objectives, where the researcher explains the study's goals. Next, the significance of the study explains its advantages of this study. Lastly, the researcher provides the organization of the study and contains an explanation of the point of each chapter.

Background of the Study

English is an international language that people must learn because English is a means of communication among people from different countries. Moreover, many people use it daily for education, business, transaction, working, getting jobs, etc. Therefore, mastering the English language is the key to success; as Oroujlou and Vahedi (2011) mentioned, English is the key to success. In addition, According to Nishanti (2018), advanced countries and global companies have opened the doors for recruiting people who have a command of the English language. Therefore, learning English is very important for multiple purposes.

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However, as time passes, technology is overgrowing and has become one of the most important things in education. According to Nushi (2021), technology has the potential to provide access to resources for learning in a superficial sense and as the media that can make teaching and learning more interesting.

Furthermore, with this rapid development of technology, students and teachers can access technology easily through their mobile smartphones. One aspect of technology that has significantly impacted society is how it affects learning. Technology helps teachers and students assist their learning in the educational field. For example, they use Mobile Assisted Language Learning (MALL).

Mobile Assisted Language Learning (MALL) is one of the ways to develop practical English language teaching and learning. According to Hoven and Palalas (2016), Mobile Assisted Language Learning (MALL) refers to facilitating language learning, which can be mediated or enhanced by using a mobile device. Besides, Inggita et al. (2019) added that implementing Mobile Assisted Language Learning (MALL) is one way to develop a language educational practice. They also mentioned that with the support of internet

connection and mobile devices such as smartphones or laptops, Mobile Assisted Language Learning (MALL) becomes more flexible for teaching and learning.

According to Nushi (2020), ELSA Speak is a user-friendly application that can prove beneficial for English Foreign Learners (EFL) and teachers who wish to teach or acquire English language skills. The ELSA Speak application ELSA is a simple interface application that provides navigation between topics and skills, levels, reports, and other features. Therefore, this application eases both students and teachers in teaching and learning English language skills. In addition, based on Becker and Edalatishams (2019), the ELSA Speak application provides topics including food, entertainment, technology, culture, daily conversations, and relationships, among many others; thus, the students can choose the topic they are interested in.

Identification of Problem

Recently, in the English course of a private university in Yogyakarta, the teacher used ELSA Speak Application as Mobile Assisted Language Learning (MALL). According to Nushi (2020), ELSA Speak is a user-friendly application that can prove beneficial for English Foreign Learners (EFL) and teachers who wish to teach or acquire English language skills. ELSA Speak application ELSA's primary interface is simple and provides navigation between topics and skills, levels, reports, and other features; thus, it eases both students and teachers in teaching and learning English language skills. In addition, based on Becker and Edalatishams (2019), the ELSA Speak application provides topics including food,

entertainment, technology, culture, daily conversations, and relationships, among many others; thus, the students can choose the topic they are interested in.

However, many students might still be unfamiliar with the ELSA Speak application. Not all the students in the English Language Education Department in a private university in Yogyakarta get English lessons by using ELSA Speak application. They also probably do not know about the features in the ELSA Speak application that can help them learn English. However, there are many features in the ELSA Speak application that the students can take the application easy in learning English with a fun and interesting way. Therefore, the researcher is very interested in conducting about the features in the ELSA Speak application that the students of ELED of a private university in Yogyakarta use in learning English and the advantages of using the ELSA Speak application in learning English as perceived by ELED students of a private university in Yogyakarta.

Delimitation of the Problem

This study was focused on the student's perceptions of the features of the ELSA Speak application that the students of ELED of a private university in Yogyakarta use in learning English and the advantages of using the ELSA Speak application in learning English as perceived by ELED students of a private university in Yogyakarta.

Research Question

Here are the two research questions proposed by the researcher in this study.

The questions are:

1. What are the features of the ELSA Speak application that the students of ELED of a private university in Yogyakarta use in learning English?
2. What are the advantages of using the ELSA Speak application in learning English as perceived by the ELED students of a private university in Yogyakarta?

The Objective of the Study

Based on the research question, the objective s of this study is:

1. To find out the features in the ELSA Speak application that the students of ELED of a private university in Yogyakarta use in learning English.
2. To find out the advantages of using the ELSA Speak application in learning English as perceived by the ELED students of a private university in Yogyakarta.

The Significance of the Study

Hopefully, the finding of this study has many advantages for the teachers, students, and other researchers. Therefore, the significance of this study is presented below:

For the teachers. By conducting this study, the researcher expects the finding of the study can help the teachers provide an interesting and compelling language learning media to help students assist their English language learning. In addition, the researcher hopes that the finding of this study can convince the teacher that the ELSA Speak application has many features that give many advantages to supporting English language teaching and learning.

For the students. The researcher expects the result of this study can support students' beliefs and understanding related to the ELSA Speak application for learning English. The researcher also hopes that the finding of this study can motivate students to use the ELSA Speak application to practice English.

For the other researchers. By conducting this study, the researcher expects it to be one of the references for other researchers interested in this topic in their future studies. Furthermore, this study can enhance future studies on the ELSA Speak app. Lastly, the finding of this study can be used as the theoretical overview for further studies on the same topic and could be helpful for further studies.

Organization of the Study.

In chapter one, the researcher discussed the introduction, which consists of the background of the study, identification of the problem, research questions and objectives, and significance of the study. In the introduction, the researcher discussed EFL students' perceptions of using the ELSA Speak application for learning English. This study aimed to find out the features of the ELSA Speak application that the students of ELED of a private university in Yogyakarta use in learning English and the advantages of using the ELSA Speak application in learning English as perceived by the ELED students of a private university in Yogyakarta.

In chapter two, the researcher discussed the literature review, which provided information based on the literatures and previous related studies. The literatures discussed about Mobile Assisted Language Learning (MALL), Elsa Speak application, the features provided in ELSA Speak application, and the advantages of using ELSA Speak application for learning English.

In chapter three, the researcher discussed the research methodology consisting of the research approach, research design, research setting, research participant, research instrument, and data collection method. This research used a qualitative approach and descriptive research design to conduct the study. The study was conducted in ELED of a Private University in Yogyakarta. There were six students participated in this study, and the data collection method was interview.

Chapter four contains findings and discussion. The finding discussed the features in the ELSA Speak application that the students of ELED of a private university in Yogyakarta use in learning English: games exercise, learning pronunciation, listening exercises, practicing word stress. In addition finding and discussion discussed the advantages of using the ELSA Speak application in learning English as perceived by ELED students of a private university in Yogyakarta: students can decide on the topic they are interested in, students can correct their own mistakes in the learning process, students can decide their learning time allotment, and students can evaluate their learning performance. The discussion section contains findings that are supported by various literature and previous studies from experts.

Chapter Five contains conclusions and suggestions. This chapter discusses general responses to research questions and researchers' recommendations. Then, to present to the students, the teachers, and the other researchers.